

Arizona's Small School A-F Letter Grade Model



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ARIZONA DEPARTMENT OF EDUCATION
RESEARCH & EVALUATION



Purpose for Today's Discussion

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- Technical & Policy changes relating to 2012 A-F Letter Grade Calculations
- Components of the Small School A-F Letter Grade Model
- Appeals process
- ADE timelines for data correction, preliminary classifications, appeals, and final determinations

What's New for 2012?

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- Legislative Changes
- 95% Tested Rules
- A-F model refinements
- ELL Reclassification Criteria
- Small School Parallel Model

Legislative Changes

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AZ LEARNS-LEGACY “F” LETTER GRADES

What's New for 2012 – AZ LEARNS replaced & 'F' Letter Grades

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Senate Bill 1458 (*Laws 2012, Ch. 67*) impacts accountability in two important ways:

- **The law replaces the AZ LEARNS-Legacy Achievement Profiles with A-F Letter Grades.**
 - ADE will no longer calculate AZ LEARNS Achievement Profiles for schools
 - Entities will be held accountable only to A-F Letter Grades beginning in 2012
- **Schools/LEAs can be assigned a letter grade of 'F' beginning with the labels issued for the 2011-2012 school year**
 1. If the entity was required to participate in the mandatory school improvement process pursuant to A.R.S §15-241 in 2010 and 2011 and ...
 2. is assigned a letter grade of 'D' for the first time in July 2012

95% TESTED

What's New for 2012 - 95% Tested Rule for AIMS & AIMS A

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Schools are required *to test all students*

- In alignment with the US Department of Education's approval of Arizona's request for flexibility from ESEA, one important component included in the A-F system is a 95% Tested requirement
- The new rule requires schools/LEAs to test 95% of students taking **AIMS & AIMS A** in the current year
- Pursuant to federal requirements, the 1% cap will be applied at the LEA level

95% Tested Rule

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- A single schoolwide measure (Reading & Math combined)

Students Tested

Students Enrolled

- Includes students in Grades 3-8 and Grade 10 for AIMS & AIMS A
- Both FAY & non-FAY students are included
- **Tested** = students with a test record and an enrollment record
 - Valid test score
 - Enrolled on Test Date (HS) or on first day of testing window (ES)
- **Enrolled** = students enrolled on test date with enrollment record, with or without test record

What's New for 2012 – Consequences of Failing to Test 95%

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Percentage of Students Tested	Maximum Letter Grade Allowed	Eligible Points
95% or higher	A	200+
85-94%	B	139
75-84%	C	119
Less than 75%	D	99



The 95% Tested rule applies to ALL A-F Accountability Models

ADDITIONAL GROWTH POINT

What's New for 2012 – Additional Point in the Growth Component

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- The A-F Letter Grade models are set up so that a school/LEA can earn up to 100 points in the Growth portion and an additional 100 points on the Composite side of the model
- The growth portion of the model, however, is made up of percentiles which range from 1-99
- **All schools will receive one (1) additional point** allowing for the growth points to reach a total possible of 100 points to equate the two sides of the model

AIMS A

What's New for 2012 – Inclusion of AIMS A

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- Students taking AIMS A will be included in the Composite portion of all A-F Letter Grade models
- Students participating in AIMS A who have demonstrated proficiency (i.e. *Meets* or *Exceeds*) in the current year will be accounted for in the percent passing calculation

ELL RECLASSIFICATION RATE

What's New for 2012 – ELL Reclassification Rate Criteria

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Criteria	2012	Previous
Minimum N-count for Eligibility	Schools serving 10 or more ELL students school-wide will be included	Schools serving 16 or more ELL students school-wide
Eligibility for ELL Additional Points	Must test at least 95% of ELL students with a demonstrated ELL need on AZELLA during end-of-year testing*	
Enrollment	FAY students <u>only</u>	Continuously enrolled for 150 or more days in ELL program
Additional Inclusion	ELL students withdrawn by parent request <u>are included</u> in the ELL reclassification rate calculation	Previously excluded from the calculation
30% Reclassification Rate = 3 points		

*Pursuant to A.R.S §15-756 (B), which mandates the assessment of English language proficiency of all pupils with a primary or home language other than English

A-F Letter Grade Accountability System



SMALL SCHOOL MODEL

Small Schools Definition

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Definition:

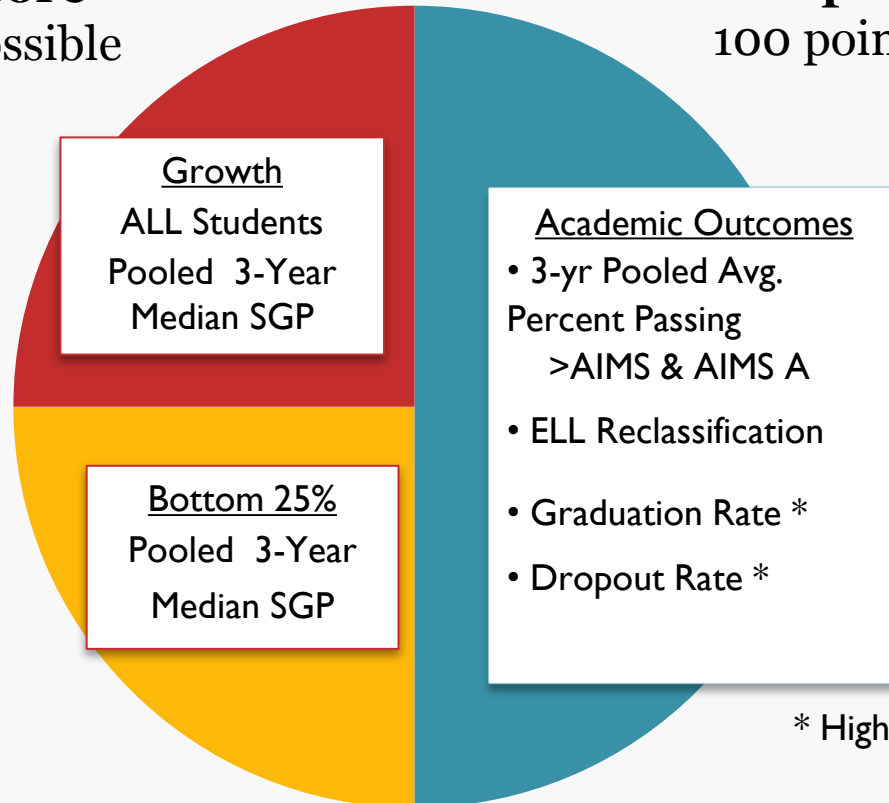
- 100 or fewer students enrolled on the first day of AIMS testing window (i.e., the Elementary testing window schedule) in the current school year
 - This is to capture the majority of students across all grades tested as late in the school year as possible
 - This definition will also apply to high schools
 - This is actual enrollment days - *not* average daily membership (ADM)

The Small Schools Model

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Growth Score
100 points possible

Composite Score
100 points possible



* High School only

Composite Score + Growth Score = A-F ALT Letter Grade

2012 A-F Letter Grades – Small School Model

- Small schools that do not meet the **minimum n-count of 30** observations (Reading and/or Math) using the 3-year pooled average percent passing calculation will be evaluated using a 5-year pooled average for:
 - Percent Passing
 - Median Growth
- Schools still not meeting the minimum n-count with 5-year pooled averages will not be rated and given a letter grade of 'NR'

COMPOSITE SCORE

Small Schools – Percent Passing & ELL

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Percent Passing (Reading & Mathematics) on AIMS & AIMS A

- Pooled 3-Year Average
- Grades 3-8, 10
- Better of Fall/Spring for grades 11 and 12

Composite Score - Absolute Achievement

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- **Percentage Passing AIMS & AIMS A – a pooled three year average (2010, 2011, & 2012)**

- FAY students who *Meet* and *Exceed* the standards on the AIMS and AIMS A Reading & Mathematics tests

FAY students proficient on AIMS (3 yrs) + # FAY students proficient on AIMS A (3 yrs)

of FAY AIMS & AIMS A students tested (3 yrs)

- The High School calculation includes the better of Spring/Fall AIMS results for FAY students in grades 11 and 12
 - Fall 2011 **or** Spring 2012
 - Fall 2010 or Spring 2011
 - Fall 2009 or Spring 2010

Composite Score – Percent Passing Example

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Percent Passing (3 Year Pooled Average)	AIMS & AIMS -A Students
Reading	85%
Mathematics	80%
Schoolwide Average (Reading and Mathematics)	83%
Passing Points	83 points

Composite Score - Additional Points

5-year Graduation Rate

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- Baseline Year is 2006 or the school's first year serving grade 12, whichever is the latest
- The graduation rate from the year prior is used in the letter grade (i.e., Cohort 2011 grad rate will be used for 2012 A-F profile)

Criteria for Grad Rate points (3) are earned in one of three ways		
Graduation Rates	In order to meet the Target	Points Earned
• 3-Year Average for 5-Year Grad Rate	$\geq 90\%$	3
• Current Year 5-Year Grad Rate $\geq 74\%$	1% Increase	3
• Current Year 5-Year Grad Rate $< 74\%$	2% Increase	3

Composite Score – Additional Points Dropout Rate

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- Baseline Year is 2006 or the school's first year of operation - whichever is latest
- A school will not be evaluated on dropout rate if it has less than 15 students in the school

Criteria for Dropout Rate points (3) are earned in one of three ways		
Dropout Rates	In order to meet the Target	Points Earned
• 3-Year Average Dropout Rate	$\leq 6\%$	3
• Current Year Dropout Rate $\leq 9\%$	1% Decrease	3
• Current Year Dropout Rate $> 9\%$	2% Decrease	3

ELL Reclassification Rate

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- **ELL Reclassification Rate Points (0 or 3 pts)**
 - ✦ Calculated in same manner as other A-F models

Criteria

- School wide *n* count of equal to or greater than 10 ELL students
- Must have 95% tested on AZELLA end-of-year testing
 - All ELL students – *every student with a need* (e.g., SEI, ILLP, Bi-Lingual, Parent Withdrawn)
 - FAY or non-FAY ELL students
- 30% Reclassification of FAY ELL students

Composite Score – The Small School Model

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The Composite Score is 50% of the A-F Accountability Profile

Academic Outcomes – Points Possible	
Percent Passing - AIMS & AIMS A	0 to 100
ELL Reclassification Target	0 or 3
Graduation Rate Target	0 or 3
Dropout Rate Target	0 or 3
Total	100 points possible + 9 additional points (HS) 100 points possible + 3 additional points (Elem/Mid)

GROWTH SCORE

A-F Letter Grades – Data Used to Measure Growth

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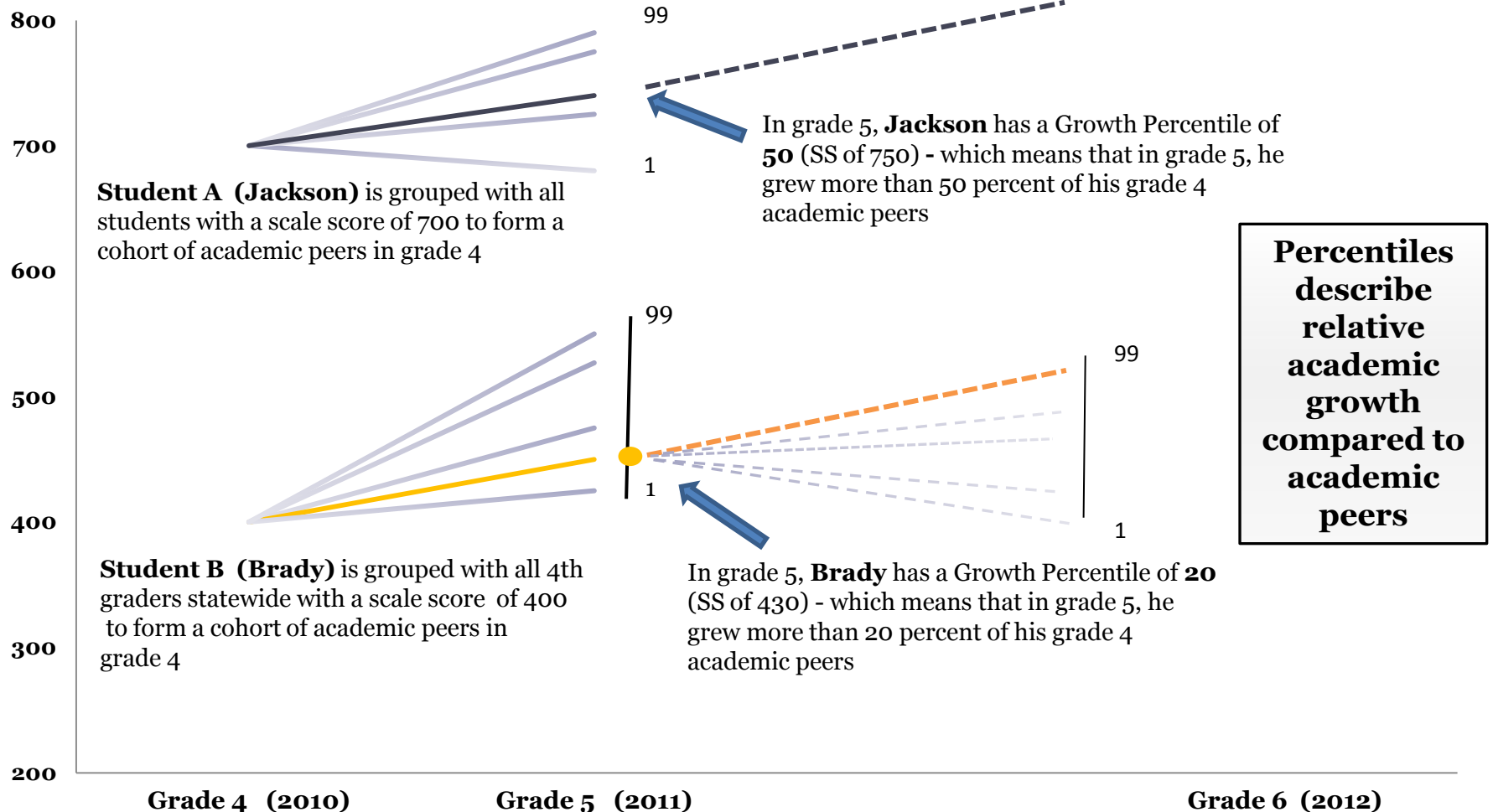
- **Growth in Grades 4-8**
 - AIMS (Reading & Math)
- **Growth in Grade 3**
 - Grade 2 Stanford 10 scale scores in same domain (Reading & Math)
- **Growth in Grade 10**
 - Grade 9 Stanford 10 scale scores in same domain (Reading & Math)

Student Growth Percentile

Small School Model - Growth

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SGP in grade 6 (2012) relative to academic peers who started at the same point



The Growth Model – What the data can tell us

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Student Growth Percentiles (SGP) help answer questions such as:

- *“How well are our students scoring in relation to the scores of other students in the state?”*
- *“How have our struggling students improved over the past school year compared to their peers across the state?”*

Calculating Growth – ‘All Students’

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Student Level (statewide)

- A percentile rank (1-99) is computed for Reading and for Mathematics separately by grade for all students statewide
- SGPs are pooled 3-years for each student
- SGP's for FAY students are used for accountability purposes

School Level Measure (Schoolwide - All Students)

- A median growth percentile is derived from all of the FAY students within one school by subject and grade. These two medians (i.e., Reading & Mathematics) are averaged for an “All Students” Median Growth Percentile
- *Median is the middle of the distribution of student growth percentiles and is understood as the middle student in the school*

Example: A median SGP of 65 means that the middle student in the school grew more than 65% of other ‘middle’ students in schools statewide

Bottom 25% - SGP

Calculating Growth - The Bottom 25%

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Identifying the Bottom 25% is determined by Prior Year test scores, not Growth.

Part 1: For grades 4-10 **statewide**, calculate the **difference** between each student's prior year scale score and prior year *grade level* pass score in Mathematics & Reading separately

- For HS (grade 10), 8th grade AIMS scores are used as prior year scores

$$\textbf{Difference} = (\text{PY Scale Score} - \text{PY Pass Score})$$

Part 2: **Statewide**, the **Difference score** is **adjusted** to account for the AIMS cut scores for each grade level

- * This step is calculated separately for High Schools

$$\textbf{Adjusted Difference} = (\text{Difference} + (\text{AIMS performance level} \times 1,000))$$

Calculating Growth - The Bottom 25%

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Part 3: School-level

- The Adjusted Difference scores (which include 3 years of pooled data) are rank ordered to derive four quartiles
- The bottom 25% of students are identified for the whole school, regardless of grade
 - **The lowest Quartile at the school-level = Bottom 25% for Mathematics and Reading**
- Pull the SGP for the bottom 25% for both AIMS subjects from the *statewide* calculation
- Median Growth (i.e. the Median Growth Percentile) for Bottom 25% is the average of the Reading and Mathematics median SGPs

Growth Model - The Bottom 25% (Grade 3 only)

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For Grade 3:

- Statewide, Grade 2 Stanford 10 Scale Scores in Reading & Mathematics are sorted by subject
- At the **school-level**, prior year Stanford 10 scale scores for current year 3rd graders are sorted by subject to derive four quartiles for each subject. The bottom 25% are identified in each school for each subject
 - **The lowest quartile = Bottom 25% for Mathematics and Reading**
- The SGP's of 3rd grade bottom 25% students are included in the schoolwide calculation of Median Student Growth for each school

Median Growth for Bottom 25% of Students – Data Illustration*

Unique Student ID	CY Grade	2010 Scale Score	2010 Performance Level (1-4 FAME scale)	2010 Cut Score per Grade	Difference between 2010 Scale Score and 2010 Cut Score	Adj. Difference (weighted by 2010 Perf. Level)	Bottom Quartile?
288M106	5	315	1	381	-66	934	1
288M109	5	321	1	381	-60	940	0
288M134	6	339	3	398	-59	2941	0
288M142	6	332	4	398	-66	3934	0
288M161	6	318	3	398	-80	2920	1
288M190	7	325	1	411	-86	914	1
288M195	7	329	2	411	-82	1918	0
288M204	7	329	3	411	-82	2918	0
288M205	7	346	1	411	-65	935	1
288M21	3	266	4	347	-81	3919	0
288M23	3	281	2	347	-66	1934	0
288M235	8	346	3	426	-80	2920	0
288M24	3	259	1	347	-88	912	1
288M264	8	353	2	426	-73	1927	0
288M272	8	360	2	426	-66	1934	0
288M32	3	291	2	347	-56	1944	0
288M58	4	301	3	366	-65	2935	0

Difference = (PY Scale Score – PY Pass Score)

Adjusted Difference = (Difference + [AIMS performance level x 1,000])

*This illustration shows only one year of data but the pooled
3-years of data are used for this calculation due to small *n*-counts

Mathematics - School A: Grades 3-8; Total Student Count 275

A-F Small School Letter Grade

Calculating a Final Letter Grade – Example School

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A-F Component		Total Points
Percent Passing Points (3-year Pooled Average)		80
Additional Points	ELL Reclassification	3
	Graduation Rate	3
	Dropout Rate	3
Total Composite Points		89
Total Growth Points - 'All Students' and Bottom 25% (Pooled 3-Years)		50
Total A-F Points:		139
Final Letter Grade:		B

LEA Letter Grades – Growth + Composite

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- **Growth** Points will be averaged
- **Percent Passing** points will be calculated at the LEA level
 - 1% cap applies at the LEA level for students taking AIMS A
- **ELL Reclassification Rate** points will be calculated at the LEA level
 - 95% Tested and n-count of at least 10 students district wide
- **Graduation & Dropout** Points will be calculated at the LEA level
- **Final Letter Grade = Growth points + Composite points**
 - Total Points on a 200-point A-F Letter Grade Scale

Important Dates for 2012 Accountability Cycle

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Event	Date
Preliminary Release on Common Logon	June 19, 2012
Substantive Appeals Window Opens	June 19, 2012
Substantive Appeals Window Closes	June 30, 2012
Program Membership Data Corrections Close	June 30, 2012
Grad Rate/Dropout Rate Data Corrections Close	June 30, 2012
Embargoed Release of Final A-F Letter Grades	July 24, 2012
Public Release	July 25, 2012

Substantive Appeals

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- The ***Appeals Application*** on the Common Logon is meant **only for substantive appeals** for *preliminary* A-F Letter Grades
- Substantive reasons for an appeal involve those **circumstances outside of an entity's control that adversely affected student performance** on AIMS and AZELLA.
 - Entities may not appeal the A-F Letter Grade formulae
 - Entities may not appeal the 95% tested rule unless the inability to test 95% or more of the students was due to unique circumstances outside of the school's control.
 - Entities may not appeal individual students' scores.
- Substantive appeals submitted via email will not be accepted and will not be included in the appeals process

Data Corrections

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- Statistical appeals *are no longer accepted via the Appeals Application*. Instead, we are providing a *Data Corrections Window* for SAIS corrections to AZELLA (all ELL-related data) and for AIMS SAIS ID corrections
- All data corrections must be done via SAIS file upload, SAIS Online, or the SAIS ID corrections application and do not require notification being sent to ADE. **All deadlines are at 5:00 p.m. MST.** *Please make sure all data corrections are done well ahead of the deadline*

A-F Letter Grades – Additional Information for Schools/LEAs

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Beginning in 2012, the AIMS Download files will also include the following data:

- Prior Year AIMS Performance Level by subject
- Prior Year AIMS Scale Score by subject
- Prior Year SGP (SGP_ALL)
 - Beginning 2012, a single SGP variable will be provided
- Prior Year Bottom 25% Indicator

Schools will also have access to a separate application to download a roster of the current year's Bottom 25% percent that will be included in the following year's A-F letter grade calculation

- Tentatively available in early Fall 2012

Thank You

Research & Evaluation
Arizona Department of Education
achieve@azed.gov
(602) 542-5151

